

College Syllabi: Providing Support for Students with Disabilities

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Abstract

Syllabi from undergraduate and graduate courses offered at a small, private liberal arts college in central New York were examined to determine what percentage contained information that would make it easier for students with disabilities to access supports or accommodations to improve their success in the course. A total of 111 syllabi were examined for the presence or absence of information relevant to students with disabilities. Given that a significant percentage of the course syllabi lacked information that would enable students with disabilities to be self-sufficient, the authors recommend that course syllabi be standardized to ensure that all students, particularly those with disabilities, have the knowledge they need regarding assistive support.